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ABSTRACT

This is a curriculum guide for the study of the city of Newark, New Jersey, in grade 3 social studies classes. Included are suggested lessons plans, curriculum resources, and instructional activities designed to provide information on the city's growth and development and to increase children's understanding of people's relation to their environment, conservation of natural and human resources, causes and effects of human interdependence, the democratic way of life, and moral values. Bibliographies for students and teachers are appended. (MJL)

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LIVING TOGETHER IN NEWARK

A CURRICULUM

for the study of the city of

Newark, New Jersey

In Third Grade

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FOREWORD

The dedicated and experienced teachers who have developed *Living Together in Newark* are to be highly commended for giving us an honest and educationally valid approach to the study of the City of Newark.

Too many works of this nature tend toward unqualified glorification of their subjects, evading all but the brightest aspects. This guide does not disguise the fact that Newark has had--and continues to have--problems and deficiencies.

From the inception of the study, our young citizens are led to consider these problems and deficiencies, not in a negative fashion, but from the point of view of what they and their fellow Newarkers can do to improve the communities which make up Newark.

The manner of organizing knowledge about the contemporary scene is excitingly modern and very practical. A heuristic approach guarantees that each class conducting its personal investigations is, in effect, producing a thoroughly up-to-date and relevant course of study.

Likewise to be commended is the way our students are introduced to the past history of Newark, with emphasis upon concepts and varied classroom experiences consonant with their age level.

Throughout, there is evident consideration for forming good study habits and improving reading and vocabulary.

I am confident that *Living Together in Newark* will lead to many fascinating educational experiences for students and teachers alike.

EDWARD I. PFEFFER
Acting Superintendent of Schools

PREFACE

In this rapidly changing, highly technological society in which we live, teaching connotes a type of leadership which demands that those who have elected teaching as a career, prepare themselves thoroughly for the task ahead. Teacher-training institutions are cognizant of this need and offer their students an increasingly enriched teacher-training curriculum. Graduates of these institutions through their training gain a practical understanding of the whole child, the community in which he resides, and the internalization of skills, techniques, and methodology.

Additionally, this initial preparation must be followed by continuous training and retraining. Teachers must continue to search for new ideas and innovative approaches to insure that objectives will be reached. Teachers of necessity must understand the dynamics of the teaching-learning process and be sensitive to the laws of learning and their practical application. Needs assessments must be made, objectives must be established and clearly defined and finally, an orderly, sequential presentation of the concepts and understandings to be developed must be made.

Many of the hallmarks of the "good teacher" must be brought to the Teaching-Learning Process by the teacher himself, some acquired, some innate. A school system employing a teacher has little control of many of the factors affecting teacher performance. However, one of the things that can be done is for a school system to provide many of the kinds of materials that will support teachers in their daily work. This Curriculum Guide will provide that support. Read it - use it - internalize it. It brings to your fingertips concepts to be developed, sequential experiences and, above all, many, many suggested, well-organized learning experiences that will serve as the vehicle in which our children will ride down the road of discovery.

William H. Brown
Assistant Superintendent
in charge of Elementary Education

NEWARK FOR GRADE THREE

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The Committee wishes to acknowledge the gracious counsel and aid of Mrs. Gladys B. Francis, Director of Elementary Education, and to thank Mrs. Marian S. Bishop for the illustrations furnished so generously and with such talent.

*WRITER

INTRODUCTION

Philosophy of the Program

The third grade is generally looked upon as a connecting link between early childhood and the intermediate grades. Studies of child development reveal that boys and girls at the third-grade level are acquiring a comprehension of the dimension of time; that they enthusiastically reach out beyond their immediate environment; and that, although teacher-guided firsthand experiences are exceedingly important, these children can successfully acquire many understandings through independent investigation and reading.

During their previous years of schooling, they have been gradually guided away from their early self-centered concerns and oriented to life in the home, school, and neighborhood environments. At the third-grade level they are ready for a study of the larger community--the city of Newark, present and past. This emphasis should provide continuity in pupil learnings relating to the "here and now" and also lead to some fundamental concepts about the "then and there."

The social studies experiences should serve not only to supply significant information about this city, but also to further the children's understandings regarding man's relation to his environment; conservation of natural and human resources; causes and effects of human interdependence; the democratic way of life; and moral and spiritual values.

Moreover, the program should continue to promote growth in the individual competencies, in the various kinds of social participation, and in the practices needed by the pupils for effective everyday living in the home, school, and community.

In this guide priority is given to acknowledging diversities of cultures and positively utilizing and developing these group differences. Previously, the "melting pot" concept was in vogue, with emphasis upon eliminating ethnic differences and assimilating into the mainstream. Now we are aware of the crucial importance of maintaining ethnic identity, so that the individual may enter into the tasks of life self-confident and proudly knowledgeable of the contributions his culture has made to society at large.

At this writing there are few extended references available to the young person who is beginning the study of Newark. In lieu of such materials, this curriculum guide is designed to help the child develop his own classroom and personal references by means of involvement in teacher and child-experience activities. Such experiences may take the form of reading and constructing charts, maps, and murals, making tape recordings, taking trips within the city, viewing films, and using whatever other methods of gathering and recording information are appropriate to the individual pupil's interests and stage of development.

Curriculum Objectives:

To integrate all disciplines of social studies (anthropology, economics, geography, history, and sociology) as they pertain to the study of Newark.

To promote the understanding that the city is its people, with their diverse backgrounds, religious and educational institutions, places of employment, recreational and entertainment resources.

To be aware of the contributions of those who produce for and service the needs of the people.

To acquaint the child with the leadership resources of the community.

To acquaint the child with the cultural, educational, and economic resources of the city.

To promote understanding of the historical development of Newark and of the many contributions its citizens have made to their community, nation, and mankind.

To help the participants in this program (child and teacher) become aware of the city, sensitive to the needs of its people, and aware of the degree to which the city now meets these needs.

To activate in the child the determination to be one of the makers of a better Newark now and in the future; to do his part toward improving living conditions and services; to participate in government and voluntary agencies; and to strengthen his city's economic and occupational life.

Skills and Attitudes to be Developed

Skills:

Listing

Grouping

Labeling

Analyzing

Comparing

Forming generalizations

Applying generalizations

Understanding and explaining cause-and-effect relationships

Locating by means of maps

Giving directions.

Attitudes:

Sensitivity to the feelings and thoughts of others

Ability to relate one's own values to the values of others

Confidence in one's own ability to set goals and to achieve them.

Teacher-Experience Activities

The teacher-experience activities are designed to encourage the teacher to become involved in the social studies program as a participant. It is essential to begin teacher-experience activities prior to presenting this program of study to the children.

1. Take bus rides through Newark:

   #9 Clifton (north and south); #4 Port Newark (west and east);

   #13 Broad (north and south); #27 Mt. Prospect (north and south);

   #31 South Orange (west and east).

2. Take a subway ride from Pennsylvania Station to the end of the line and back.

3. Explore on foot the community of which your school is a part. Note areas, institutions, and landmarks with which your students should become familiar.

4. Visit Newark cultural institutions: Newark Public Library (including the New Jersey Room), local branch library, Newark Museum, Symphony Hall, New Jersey Historical Society. Such preliminary explorations will help the teacher gain maximum benefit from trips with the class, e.g., anticipate concepts and vocabulary to be developed; locate specific exhibits.

5. Visit shopping centers in the school area and in various communities within Newark. Observe shopping customs and differences in types of items sold.

6. Subscribe to Newark newspapers and to publications relating to the community in which your school is located.

7. Begin keeping a scrapbook of local and city-wide events.

8. Collect and file for class use newspaper and magazine pictures of Newark people and events.

9. Assemble an assortment of pictures related to life in a city.

10. Develop a file of available free materials.

11. Begin and keep current a resource file.

12. Develop a list of local and state service agencies, including those noted in this guide. (Keep the listing current.)

13. Participate in school-community projects.

14. Attend and participate in community functions.

15. Plan parent meetings with the cooperation of other third-grade teachers, community workers, school nurse, social worker, and administrators. Select agency representatives to be present at the meetings to explain the functions and services of their agencies. The selection of representatives should be based on the needs of the community as expressed by parents of students and concerned citizens and groups from the area served by the school.

Child-Experience Activities

Prior to beginning the program of child-experience activities outlined in this guide, it is suggested that the teacher and pupils use experience chart paper to list sources of information.

Social Studies

Places to find information:

- Printed Materials
  - Fact books and pamphlets
  - Stories about Newark
  - Encyclopedias
  - Dictionaries
  - Magazines
  - Newspapers
- People
- Television
- Videotapes
- Films
- Filmstrips
- Recordings
- Radio

This list of informational sources should be left in view for the children's use throughout the term.

Other references readily available should be a collection of magazines (no more than one year old) as a source for pictures.

Teachers should have access to newspapers read in the city, e.g., *El Diario, Star-Ledger, Afro-American, Italian Tribune, etc.*

Finally, in preparation for activities suggested in this guide, all teachers must learn current school and Board of Education policies regarding walking trips and bus trips.

Each content area should be developed through child-experience activities, for it is the philosophy of this guide that children learn via firsthand experience. The recommended approach is heuristic (the "discovery method").

In presenting this social studies program to third-grade children, the teacher should follow two procedures:

1. *Plan carefully.* Allow for the participation of each child at a level on which success is possible. Depending upon the specific activity, the children may work in a class, in a group, or individually. Use a variety of materials in the initial teacher-presentation: films, pictures, picture postcards, tapes, objects, newspaper clippings and letters. Make sure all materials are current, colorful, and related to the lesson content.

2. *Keep lessons simple.* In most cases the teacher will be able to use the following guide:
   a. Presentation: concept, vocabulary, materials
   b. Child-experience activity: plan for child participation
   c. Follow-up activity: plan for recording of experience and information.

Child-experience activities must be planned with careful attention to detail. Questions such as the following should be kept in mind:

1. Has every child's successful participation been planned for?

   Set guidelines for each child:

   a. Did I take an active part without using too much time?
   b. Did I stick to the point?
   c. Did I contribute information for the group?
   d. Did I listen for ideas and opinions of others and consider their suggestions?
   e. How can this discussion make me do better in our next group discussion?
   f. How well did I perform in my group?
   g. How can I improve?

2. Have all preparations been made (confirmation of time and length of interviews, programs, films, radio presentations)?
3. Have sufficient varieties of activities been arranged?
4. Has provision been made for the alternation of class and group leaders?

Follow-up activities, those activities which provide for evaluating, recording, and applying the skills learned throughout the program, should themselves be creative experiences. Often they may take the form of these examples:

Dear Mrs. _____ :

Thank you for coming to our class and telling us about the work you do.

Types of Jobs

Mrs. _____ is a beautician. She went to beauty school. She learned all about hair and skin. She styled Anne's hair.

Mrs. _____ Taping Her Answer to Our Questions

Anne's New Hairdo

Several charts should be done for each lesson. Children should re-read charts to review and discuss information.

UNDERSTANDINGS TO BE DEVELOPED

Many of the following materials are too complex in narrative and detail to be presented *in toto* to any class. They are included here so that instructors have available sources from which units appropriate to particular classes may be developed.

It is hoped that one consistent theme emerges from the historical summary offered in the following pages--the constant changes and renewals characteristic of the evolution of a great city--and that this theme may serve to motivate young learners to strive for the creation of a nobler and more humane community.

A City and Its Groups

What is a city? Most of all, a city is its people. Each person, people in groups, people in neighborhoods, people in communities--all are very important to the city.

What is a group? A group is people who are together for a common purpose. A group works together to help take care of needs. Since people have different needs, there are many kinds of groups.

A group may be large or small. It may be only children or only adults. Some groups have only boys, while others have only girls.

Each person in the group is a member of that group. Usually, each member of the group takes part in its activities.

There are family groups, play groups, school groups, work groups, religious groups, business groups, problem-solving groups, etc.

The Family Group. There are several ways of becoming a member of a family group. In most cases, a person becomes a member through marriage, birth, or adoption. In some instances, he becomes a member by the consent of the other members of the family.

Family members usually have roles and labels which identify them: father, mother, sister, brother, son, daughter, etc. Not all family groups are alike. Roles for members may not be alike. Some family groups have a father and a son. Some family groups have a mother and sons and daughters. Some family groups have no children.

Most times, when we think of a family group we think of people who live, share, and work together in a home.

Play Groups. People who enjoy the same kind of play usually are members of the same play group. People who enjoy playing baseball may be members of a baseball group. Children who play hide-and-seek on the block belong to the same play group.

School Groups. All boys and girls may be members of a classroom group or a grade-level group.

Work Groups. People who work on the same job are members of a work group.

Problem-solving Groups. Some groups form to solve problems. Mothers may form a group to have a traffic light installed on their corner. Tenants may form a group to improve the living conditions in their houses.

Religious Groups. People who have the same spiritual beliefs may belong to the same religious group.

Ethnic Groups. People who have the same cultural background may belong to the same ethnic group.

A person usually belongs to several groups. Many groups of all kinds make up a neighborhood.

Neighborhood. A neighborhood has people living together in different kinds of groups: family, work, play, problem-solving, business, religious, educational, and governmental.

Some neighborhoods are old, some new, and some are in the process of change. In some neighborhoods there are people who come from many countries and cultures.

There are stores and shops in most neighborhoods.

A neighborhood may be a community.

Community. A community is a neighborhood or a group of neighborhoods having enough common interests or characteristics to consider itself apart from the surrounding groups. A community and the communities around it make up a city.

Our city is called Newark. It began as a community, people who were bound together by their way of living and their religious beliefs.

Indian Life in the Newark Area Before White Settlement

Before white settlement there were marshes and meadowlands along the Passaic River, the area where we now live. Thick woods covered the hills to the west and north. Many wild animals roamed over the land. Narrow paths or trails, made by the Indians, led from the river across the meadows, over the hills, and through the forests.

The Indians who lived and hunted in this part of New Jersey belonged to the Hackensack band of the Unami division of the Lenni Lenape tribe. The tribe was divided into three subtribes, each of which had a chief and a council of elders. The Unami--whose name comes from the turtle, their totem--were the subtribe living in the central part of New Jersey. The chief of the Unami subtribe (to which our Hackensack band belonged) was considered the head of the whole tribe. One Lenni Lenape chief was Oraton. These Indians were fairly tall, slender, handsome and brave. They loved their freedom and were friendly if they were treated fairly.

The shelter, food, and clothing of the Hackensack Indians were adapted to their environment. Usually each family lived alone in a wigwam or lodge. Sometimes several related families lived together in a long house, which was also used as a council house (meeting room). A typical village had eight to twelve wigwams and a long house.

These homes were made as follows: poles or young trees were placed in the ground some distance apart and bent to make an arched roof. These supports were bound together with slender cross poles. Over this frame sheets of bark were fastened like clapboards (sometimes skins or grass thatching was used). In cold weather sod or corn husks were banked against the sides.

The doorway was low and covered by a door curtain. Inside, a hole in the center of the floor served as a fireplace. Around the sides there was a bench or platform, covered with furs and skins, upon which the Indians sat and slept.

They usually ate only one meal a day and never more than two. Their food consisted of fish, meat of wild animals and birds, wild fruits, native plants, nuts, berries and some cultivated fruits and vegetables--corn, beans, squash, melons, and pumpkins.

Their clothing was made from skins and coarse cloth woven from plant fibers. The Indians liked necklaces, earrings, bead trimmings, and other ornaments.

In summer they wore little; in winter they wore warm robes of fur. Babies were bundled up in papoose carriers.

After the arrival of the white settlers, the Indians began to copy their clothing.

All members of the Indian family took part in the work and play.

Men hunted, fished, did some farming, made dugouts and tools, and went to war. Boys were taught by their fathers to swim, paddle a canoe, hunt, fish, follow a trail, and make and use tools. Women cooked, gardened, dried fruit and vegetables, made clothing, and did most of the work about the home and in the village. Girls were trained by their mothers to tan hides, weave mats, make pottery, plant and care for the garden, dry fruits and vegetables, grind corn, cook, and sew.

Many of the Indians were artistic. They made well-shaped pieces of pottery, decorated interestingly, and gaily colored baskets.

They told folk stories and had a variety of recreations: dances, hiding games, sports requiring strength and skill. The children kept pets and enjoyed playing with stone tops, leather balls, and smooth stones used like marbles.

The Hackensack Indians traveled by foot or horseback on land, and by dugout canoe on water. Many roads we use today follow the original Indian trails.

Long-distance communication was by means of smoke signals and drums. Events in the life of the tribe were recorded in picture writing.

The government and religion of the Lenni Lenape were simple. They believed in one supreme god called Manitou, who was assisted by lesser gods. They also had faith in a life hereafter. These Indians had medicine men to care for them in case of sickness.

The Beginnings of Newark

The early settlers of Newark came from four towns in Connecticut--Milford, Branford, Guilford, and New Haven. In 1665, before the actual settlement, Robert Treat and two other Puritans explored the New Jersey area to find a place where their people could worship God and be ruled in the way they thought best. They came to the land of the Hackensack in New Jersey, met English Governor Philip Carteret, chose for their new home the present site of Newark, and returned to Connecticut.

In May of 1666, Robert Treat led about thirty families in two boats to the land he had selected along the Passaic River. These people, Puritan farmers and craftsmen, who resented the non-Puritan government of Connecticut, drew up a pledge requiring all citizens to live by the rules of the Puritan church (church-state government).

When they landed somewhere between present-day Market and Center Streets, around May 20, the settlers discovered the land already occupied by Indians, who journeyed to the land every spring to enjoy the excellent fishing and hunting in this area.

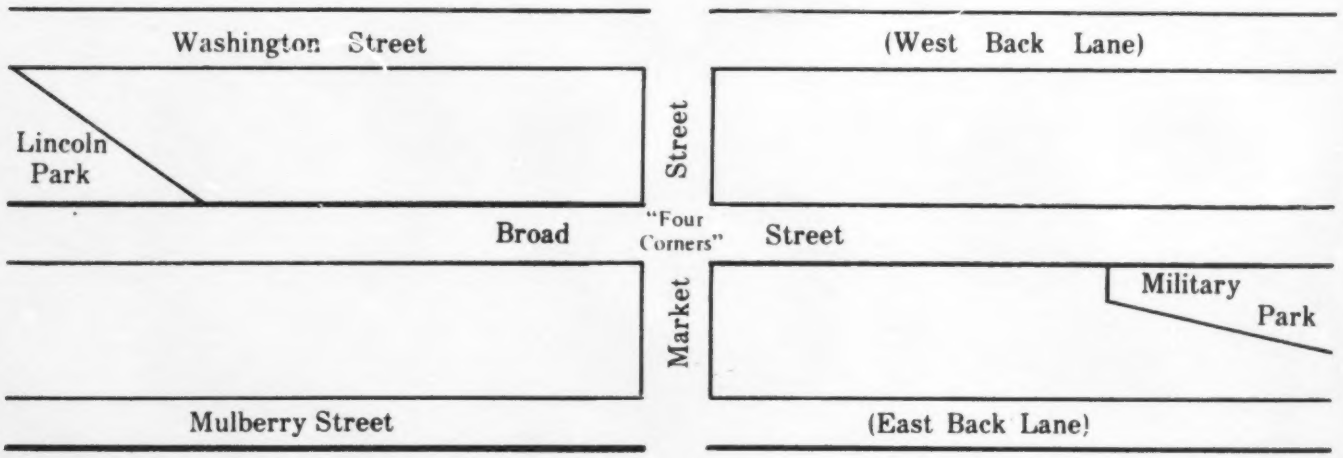
The Hackensack Indians, whom the Puritans called the "original settlers," agreed to sell most of what is now Essex County for "50 double hands of gun powder, 100 bars of lead, 20 axes, 20 coats, 10 guns, 20 pistols, 10 kettles, 10 swords, 4 blankets. 4 barrels of beer, 10 pairs of breeches, 20 garden hoes, 50 knives, 2 ankors of liquor, 3 troopers' coats, and 850 fathoms of wampum."

The old boundaries of this purchase may be recognized by their modern names. North and south, they extended from Clifton to Hillside. East and West they stretched

from Newark Bay to the base of First Mountain. This land included what are now the towns of Montclair, Nutley, Belleville, Glen Ridge, the Oranges, Irvington, and parts of Maplewood and Short Hills, as well as Newark.

From the start, the settlers made careful plans for their new town, which they called Newark, in honor of Newark-on-Trent, where their first pastor, Abraham Pierson, had been ordained. (Earlier names were Our Town on the Passaic and Milford). The center of Newark was located where Broad and Market Streets now cross.

The map of the new settlement contained landmarks familiar to us today:



Broad Street, the principal street, is still the main thoroughfare in downtown Newark. There were triangles near the north and south ends of Broad Street. These triangles were made public lands, now known as Lincoln Park (south) and Military Park (north). Where West Back Lane cut into Broad Street was then set aside as a market place, now called Washington Park.

Each family head had the right to two pieces of land, one in the settlement and the other on the outskirts. On the lot in town, the family dwelling would be built; the one on the outskirts could be used for farming. The location of each family's share of land was determined by lottery. Later, houses were built in outlying places, and new settlements arose. In 1668, Divident Hill, now in Weequahic Park, was made the boundary between Newark and Elizabethtown. (The latter village had been founded in 1664.)

By 1669 the town's first meeting house was set up, both for listening to the "words of the Bible" and for discussing settlement business.

This First Church of Newark, still near its initial site, Broad Street opposite Branford Place, had as its pastor Reverend Abraham Pierson, one of Newark's founders.

The settlement was reasonably peaceful, in spite of the fact that the First Church was designated Newark's fortress and men met in the Training Place (now Military Park) once or twice a year to drill and to practice shooting in preparation for a possible Indian attack.

For a little while, Newark was governed by Robert Treat, Reverend Pierson, and a few other leading men. Soon, however, a more formal government was set up to assess and collect taxes (principally to pay the minister), to see that every man did his share of work for the town (in addition to cultivating his own land), and to see that no one came late to meetings or went to sleep while there.

Woods were cleared, a watering place for cattle and horses was set up (where Springfield Avenue and Market Street now meet), and a bounty was set for killing wolves. On Sunday all work stopped and a drummer boy called everyone to church.

Money was not available in Newark's early history. Men paid for the items and services needed with whatever goods or services they possessed, the harvest of their fields or of their muscles.

Occasionally a settler took farm products by boat to New York and bartered them for things he needed. If he had too many of the latter, he sold some or exchanged them with his neighbors; thus the first stores were started.

At first the settlers had probably lived on their ships or in lodges similar to the Indian homes. Soon, however, they constructed sturdy homes of oak and cedar, each on a six-acre lot.

These dwellings usually had a cellar to hold the winter's supply of food, a ground floor consisting of one large room, a loft, and a steep roof to carry off the rain and snow.

An important feature of each home was the huge fireplace, with its crane, big oven, and a log fire which was kept burning at all times.

Some furniture and household utensils were brought from Connecticut, but many furnishings were made by the settlers. Candles provided light.

The food of these early Newarkers consisted of bread, porridge, fish, meat, vegetables, wild berries, nuts, and fruit. Water had to be carried from springs or wells.

At what is now the intersection of Broad and Market Streets, there was a town pump.

The settlers dressed simply in homespun clothes. Men and boys alike wore doublets, knee breeches, wool stockings, broad-brimmed hats with high crowns, and sturdy shoes. The women and girls wore full skirts with close-fitting waists, hoods, and capes.

All of the settlers, including the boys and girls, worked long and hard to provide for their daily needs. Farming was the main occupation. There were also various home industries. The Indians taught the settlers how to plant, grind, and cook corn.

The adults had little time for social life, except for practical activities such as log-raising, quilting, threshing, and husking bees. The children had more fun, for they could fish, sail toy boats, play games, listen to the stories of visiting peddlers, pop corn, and roast apples.

These first Newarkers traveled by foot, horseback, or boat. Later they also used wagons.

Up to the time of the Revolutionary War the village of Newark grew very slowly. It was not until 1676 that the citizens hired their first teacher, John Catlin, to teach arithmetic and the reading and writing of English to the children or servants of those who could afford to pay. There was no formal schoolhouse at this time. By 1700 there were only a few hundred residents, but Newark was well enough established to have a grist mill to grind the settlers' wheat, a shoemaker, and a tavern keeper.

As the years went by many of those who had signed the pledge and believed in church-state rule passed on. The younger generation did not believe in the rigid Puritan rules. Many moved beyond the original settlement into the hills, far away from the church.

Settlers of other religions came in. Newark became famous for its cider, product of the numerous apple orchards of this rural community. Communications with the outside world expanded. Ferries to Jersey City and New York operated from Newark. By 1765 a Newark-to-New York stagecoach had been established. The College of New Jersey (later called Princeton University) was a Newark institution from 1748 to 1756. Newark Academy was organized in 1774.

At the beginnings of the Revolution in 1776, Newark had a population of 1,000 and 161 houses. There were no battles, but Newark was in the center of combat. In November of 1776 General Washington paused here for five days in his retreat from the Battle of Long Island. Troops, called the Second Jersey Continental Line, spent the winter of 1778-9 in Newark and used Trinity Church as an Army hospital. The little town finally felt the terrors of war in 1780, when the British seized Newark, destroyed Newark Academy where Revolutionary troops had been stationed, and plundered and burned throughout the community. Hessians and British soldiers, quartered on Staten Island, frequently came over on raiding parties for fresh stores.

Growth of Newark to Modern Times

During the early years of the Republic Newark remained a small town.

Most of its homes were located in the area now bounded by Bridge Street (north), Lincoln Park (south), Washington Street (west), and Mulberry Street (east). They were surrounded by orchards and gardens. Sheep and cattle grazed in fields west of High Street.

The main buildings of the town were the Old First Church and Trinity Church, on their present sites, and Gifford's tavern, on the northeast corner of Broad and Market Streets. There were also some stores and a small post office.

The first free school and the first newspaper [*Wood's Gazette*] were established in 1791. By 1800 there were 6,000 inhabitants, and Newark was the most prosperous town in New Jersey.

The community had begun its growth from a farming village into one of the great industrial centers of the nation.

By 1836, when it was formally incorporated as a city, with William Halsey as mayor, Newark had grown to about 19,000 in population and was the home of many industries. Within the city were saddle and harness makers, carriage manufacturers, shoe factories, hat factories, jewelry factories, brownstone quarries, saw mills. Many were the home industries, such as tailoring, carpentry, masonwork, cabinetmaking and chairmaking. The city was served by three banks and two stagecoaches. Two events had greatly increased commerce: the completion of the Morris Canal from Newark to Phillipsburg in 1831 and the opening of railroad service in 1833.

The first manufacturer of Newark was Moses Combs, a maker of boots and shoes. Seth Boyden, Newark inventor, produced patent leather and also devised the process for making malleable iron.

During the Civil War, Newark was spared its cruel experience of the Revolution. However, it participated heavily in the defense of the Union.

The city provided many soldiers. Its most famous, General Philip Kearny, died at Chancellorsville. Camp Frelinghuysen, located in Branch Brook Park, was used to muster northern New Jersey troops into Union service. Newark factories supplied clothing and arms to the armies of the United States and Marcus Ward United States General Hospital, at the foot of Center Street, cared for the military sick and wounded.

Newark's growth in population and industry was spurred by the nineteenth-century waves of immigration from Europe. Successively, large groups of Scotch, Irish, Germans, and Italians entered into the life of the city. Population leaped: 72,000 in 1860; 136,500 in 1880; and 246,000 in 1900.

As the city increased in size and wealth, social and cultural agencies took root, aid societies and orphans' homes were established, and the Newark Library Association (a private group) was chartered. Between Court and Hill Streets, just west of Halsey Street, Newark's first free public school was built in 1843. (We can tell what it was like by studying the State Street school building, which was constructed in 1845.) Twelve years later, at the corner of Washington and Linden Streets, arose the city's first high school. In 1864, Mr. James M. Baxter became the first Black principal of a Newark school (Colored School No. 1).

After the Civil War great hospitals were constructed. The technical school which is now Newark College of Engineering was founded in 1885. The city became nationally known for its thriving industries and for the fashionable mansions of the wealthy.

Newark's early transportation system had been a horse-car line. By the end of the nineteenth century, fast electric trolley cars had taken over the work of the horses. In 1878, two years after Bell's invention of the telephone, telephone service came to Newark which became the sixth city in the world to have a telephone exchange. The year 1888 saw the establishment of the Newark Free Public Library. Under John Cotton Dana, one of the world's great librarians, the Library became internationally famous. In 1909, aided by Newark businessmen, Mr. Dana organized the Newark Museum.

One of Newark's greatest assets arrived in 1892, when pure water flowed into the city from the huge Pequannock watershed and replaced water from the polluted

Passaic, which had made typhoid fever common in our city. To a healthier Newark beauty and recreational opportunities were added, as splendid city and county parks were developed.

The early part of the twentieth century was a period of increasing growth in size: to Newark's population descended from earlier settlers, Black and white, were now added immigrants from Europe and many Blacks who had migrated from the South. Between 1900 and 1920 population zoomed from 246,000 to 415,500. With the coming of automobiles, streets and roads were improved, and trucks replaced horse-drawn wagons. Balls, concerts, theater, and opera flourished. Both athletic associations and vocal societies were very popular, being especially supported by recent immigrant groups. These groups also founded many charitable and fraternal societies.

World War I brought temporary prosperity and future problems. The city sent many soldiers and sailors into action: 60,000 Newarkers registered for the draft. Many businesses supplying war equipment expanded or were started. Shipbuilding suddenly became a major industry, as 118 freighters emerged from Port Newark between 1918 and January, 1920. There were jobs for everyone, including many newcomers. Hastily many new homes and factories had to be constructed.

At the end of World War I, temporary jobs disappeared and many temporary buildings were no longer needed. But new population groups and new enterprises continued to change and expand the city's role.

During the 1920's immigrants from Portugal and Spain began settling in the Ironbound section. The Black population expanded from 16,977 in 1920 to 38,880 in 1930. By the middle of the decade two out of three residents were foreign born or the children of immigrants.

In the same period of time, Newark assumed a pioneering role in the emergence of broadcasting. WJZ, licensed on June 1, 1921, one of the nation's first commercial stations, was located in a Westinghouse manufacturing plant. In February, 1922, WOR went on the air from Bamberger's Department Store. Financially more significant, the city became a major manufacturer of radio equipment.

Newark pioneered also in airport development. There was an early facility here in 1919-1920 (Heller Field), but the world-famous event was the growth of Newark Airport, which, in 1928, had the first hard-surfaced commercial landing site in the United States. By 1931, Newark's was the busiest airport in the world.

A notable change in the city was caused by the boom in skyscraper construction, which began in 1923 and ended with the coming of the Depression in 1929.

Like the rest of the world, Newark suffered during the great Depression. But age and changes in ways of living added to its troubles.

Many dwellings and commercial buildings had decayed and outlived their usefulness. Growth of suburbs, aging of the city environment, and ease of travel by automobile caused many wealthier families to move to outlying residential towns. Beautiful mansions in the center of Newark were torn down and replaced by business buildings or turned into apartments or rooming houses. Some factories and commercial establishments, lacking room for expansion and housed in ancient structures, relocated in spacious modern facilities outside the city. The long hard times of the Thirties, followed by scarcity of building materials during World War II, increased the shabbiness of downtown Newark and of many older residential areas.

In the early 1950's began the creation of the New Newark, a movement still under way. The movement might be said to have started on December 13, 1954, when the Mutual Benefit Life Insurance Company (having sold its old headquarters on Broadway and having indicated interest in a site outside the city) announced that it would construct a twenty-story headquarters opposite Washington Park. Soon a headquarters building for Blue Cross-Blue Shield appeared nearby. Late in 1955, the Prudential Insurance Company began a $20,000,000 twenty-four-story office building on Broad Street for its own use and a seven-story adjoining structure to house the Fidelity Union Trust Company.

Subsequent years have seen the completion of other impressive new structures: the Gateway Project, near Pennsylvania Station; a new Blue Cross-Blue Shield Building, Washington Street (near the Museum and the Library); Holiday Motor Inn, Broad Street; Federal Building, Broad Street, and the Essex County Penitentiary, West Market Street.

Low-cost housing projects began replacing antiquated slums. Luxury and middle-income apartments were erected, most conspicuously, The Colonnade Apartments, overlooking Branch Brook Park, and a group of apartment houses near Weequahic Park.

Modern school buildings were erected:

1950	Dayton Street School
1955	Mt. Vernon School
1956	Broadway Junior High School
1957	Clinton Place Junior High School
1958	West Kinney Junior High School
1959	McKinley Elementary School

1963	Quitman Street School
1964	Barringer High School
1968	John F. Kennedy School
1968	Camden Street School
1969	Clinton Avenue School
1971	Thirteenth Avenue School

One of the most conspicuous improvements has been development of spacious new campuses for the New Jersey College of Medicine and Dentistry, Rutgers University, Newark College of Engineering, and Seton Hall University. In the summer of 1972, ground had been broken for Essex County College and Essex County Vocational Center, adjacent to it. Newark had become a major center for advanced education.

During the 1950's and 1960's the Spanish-speaking community of Newark was augmented by many thousands of immigrants from Puerto Rico, Cuba, Central America, and South America, so that, in the early 1970's Hispanic residents were estimated to be about 45,000 in number.

A rapid, generalized survey like this section is not the place to detail extensively the vicissitudes which have challenged or impeded the further progress of the New Newark, nor should the divisive political, cultural, and economic struggles of these times unduly complicate the first investigations of their city by third-graders.

Nonetheless, there can be no denying the circumstance that still-virulent urban blight, prejudice, ethnic and sectional conflicts, the after-shock of governmental corruption, the devastating effects of extensive drug-abuse and venereal disease, a distressing crime rate, and the continuing depressed economic status of very many of its citizens demean the present civic health of Newark.

In spite of these undoubtedly serious problems, however, after more than three centuries of development and continuous change, Newark retains its potential for greatness: central location, thriving financial and industrial institutions, great educational centers, superior library and museum, busy port and airport.

As in the past, the rising generations in our schools bear the responsibility for supplying personal leadership to use these assets in making Newark a greater and finer place for all of its citizens.

CLASSROOM ACTIVITIES

Groups

(Refer to A City and Its Groups, in UNDERSTANDINGS section.)

Concepts to be Developed

People live in groups.

There are many kinds of groups.

Each member of the group plays a role.

A group works together.

A group usually has a leader.

Many groups make up a neighborhood.

People may belong to several groups.

Vocabulary to be Developed

group	together	cooperation
city	leader	mutual
people	role	common
neighbor	needs	individual
neighborhood	family	joint
community	member	domestic

Suggested Child Experience Activities

Identify pictures of people in groups.

Classify pictures according to various groups.

Give examples of various family groups.
(Using their own family members and roles).

Discuss group leaders:

1. Who is the leader of our classroom group?
2. Who is the leader of our school group?
3. What type of person should be a leader?
4. How do you usually select a leader?
5. Why is it important for the members of the group to help the leader?
6. How can we help our leaders?

Identify the leaders of several types of groups.

1. Make a chart of this information for the bulletin board.
2. Discuss the roles of the leaders and the roles of the other members.

Play a game of leaders:

1. Divide the class into groups of varying sizes.
2. Select a leader for each and a type of group each is to represent.
3. The leader or the group is to select a role for each member.
4. Other groups are to guess what kind of group is being portrayed.
5. If they guess correctly, they will have a chance to pantomime a different type of group.

Neighborhoods

Concepts to be Developed

A neighborhood has many kinds of groups.

Some neighborhoods are old, some are new, and some are changing.

In some neighborhoods people have similar backgrounds.

Neighborhoods may have many leaders.

We can help our neighborhoods.

Neighborhoods join other neighborhoods to form cities.

Family groups, neighborhood groups, and city groups provide ways for people to meet their needs. Each group has its own role.

Vocabulary to be Developed

neighborhood	population
urban	senior citizens
urban renewal	project (housing)
tenant	new development
residential	older neighborhood
factory	apartment house
industrial	high rise
one family	multi-dwelling
commercial (shopping) area	institutions

Suggested Child-Experience Activities

Alert children to bring in newspaper articles or pictures about their school or local neighborhoods. Make available your personal collection of magazine and newspaper clippings.

Discuss articles and pictures, comparing and associating people, groups, and group leaders. Discuss and classify buildings shown.

Undertake trips to school neighborhoods and home neighborhoods. (The teacher should guide children into a discussion of the various neighborhoods before and after the trips have been completed.)

Discuss the different neighborhoods.

People, buildings, businesses, schools, and problems. Use the new vocabulary.

1. List the most important neighborhood problems on a chart.
2. Identify the leaders of the neighborhoods.

Plan to have neighborhood leaders visit the classroom to discuss problems on the chart and ways in which the children as a group might help to solve them.

1. The children should initiate this project by planning the letter to the neighborhood leader or leaders.
2. Children should choose (or be assigned by a class leader) specific jobs in this project:
   a. Write invitations.
   b. Plan questions.
   c. Make introductions.
   d. Ask interview questions.
   e. Sketch and/or photograph visitors.
   f. Tape conversations.
   g. Write thank-you letters.

Nationalities

Concepts to be Developed

Newark people are of many nationalities and racial backgrounds.

Each race and nationality has contributed to the city and nation.

Participating in the customs of many nationalities can make life more pleasant.

Vocabulary to be Developed

nationality
racial
background
contribution
recipes
customs
culture
religion
recreation
costumes

Suggested Child-Experience Activities

Observe and discuss the many nationalities and races in school and home communities.

Select (with the assistance of parents and the teacher) people of various nationalities and races to be interviewed and recorded on tape.

Plan a letter of invitation.

Develop a list of questions to be asked of each guest. The following questions might be included:

1. When did the _____ people come to Newark?
2. Where did they come from?
3. Where is the home country of the _____ people?
4. Why did they come here?
5. What contributions did they make?
6. Who are some people of the _____ group who have made important contributions to Newark? What did they do?
7. What are some customs we know?
8. Who are great heroes of the _____ group and what did they do?
9. What are some favorite songs, games, dances, and stories?
10. What are some favorite recipes that we can prepare in school?
11. What are words in the _____ language for "hello," "name," "address," "school," "yes," and "no"?

Choose class members to undertake specific tasks related to the interview:

1. Write invitations.
2. Plan questions.
3. Make introduction.
4. Ask questions.
5. Sketch and/or photograph visitors.
6. Tape conversations.
7. Write thank-you letters.

Invite parents and community people to a party to be held in connection with the interviews.

1. Serve foods characteristic of all nationalities represented. (Simple recipes may be prepared by the students. Parents may contribute more difficult specialties.)
2. Entertain the guests with songs, dances, poetry, and games of the unit.

Prepare an assembly program for the school. Children may repeat the class entertainment and add materials gathered through the interviews.

Map Study

Concepts to be Developed

A map usually has a purpose.

A map may have a *key* to explain its purpose.

Maps may have many purposes.

The directions on a map are north, east, south, and west.

Vocabulary to be Developed

key	locate
north (northern)	location
east (eastern)	map
south (southern)	compass
west (western)	boundary
directions	boundary line

Suggested Child-Experience Activities

Observe a variety of simple maps by means of an overhead projector and attempt to discover the purpose of each.

Discuss possible ways of using a map.

The teacher should list the purposes as they are discovered and have them recorded on a chart.

Bring in maps from home and discuss their purposes and varieties. (The teacher may have to supplement the children's collection.)

Some children may plan and prepare a bulletin board display of maps.

After the children have learned the directions north, east, south, and west, they may pretend their bodies are maps and ascribe compass directions to various parts: head, feet, right arm, left arm, etc.

Locate objects in the classroom in terms of compass directions. After the primary directions have been mastered, mid-directions may be employed, e.g., "Jane, go to a chair in the northeastern corner of our room."

In groups of four, children may play "Hot Beans and Butter," a game in which they locate a pre-determined object in the classroom. Clues to its identity are to be in terms of its location. When everyone in the group has decided on what the item is, the group is to call out, "Hot beans and butter!" (A group has one guess.) If they are correct, each member of the group may select a reward which has been placed on the identified object.

Identify various pre-determined objects in the school neighborhood, based on their location relative to the school, e.g., "I am thinking of something on the corner one block south of the playground. What is it?"

Make simple maps locating the school and the surrounding streets. As a culminating activity each child should make a map of his home location and adjacent streets.

The City

Concepts to be Developed

There are many sections in Newark.

People of Newark live in big houses, little houses, tenements, projects and other high-rise apartments.

Some people own their homes; many rent houses or apartments.

In Newark people work at many different types of jobs. Their jobs are often away from their home neighborhoods.

Newark provides many services for its people.

People of Newark must help their leaders provide a good city in which to live.

Vocabulary to be Developed

apartment house
backgrounds
councilman
ghetto
goods
government
high-rise
industrial
local
garden apartments
mayor
nationality
producers
residential
salary
services
slum
tenements
urban

Suggested Child-Experience Activities

Research the various sections of Newark by means of committees.

Parents and the teacher may have to guide the children through much of this activity, since material on a third-grade reading level is limited.

Researchers might seek information on subjects like the following:

1. What are the sections of Newark?
2. Where are they?
3. How did they get their names?
4. What landmarks are in the area (e.g., religious institutions, outstanding structures, schools, parks, other recreational facilities)?
5. Where is the main shopping area in the neighborhood? (e.g., food, clothing, furniture.)
6. Where else do people shop?
7. What different types of houses are in the section?

Locate the sections on individual maps of Newark.

Construct a large sectional map of the city as a bulletin board display.

Next to the large map arrange columns on the board headed by the names of sections.

Display in appropriate columns newspaper clippings (stories, pictures, advertisements) pertaining to each section.

Discuss and compare the various sections. The teacher should guide children in classifying buildings and communities and in employing the vocabulary words.

After noting the many vacant lots in some communities of Newark, children could discuss how to improve the lots with the types of buildings they feel are most needed. The children might make drawings or models of their conceptions, labeling the buildings and indicating uses.

As a corollary to the above-noted project, the children might write sentences explaining their plans for the utilization of vacant lots.

Walk through the section of the city near the school and discuss problems observed while on the walking tour. As a follow-up activity, children will draw or write about their solutions.

Discuss the differences between the producers of goods and the producers of services.

To study the subject in detail, the class might be divided into two groups, with a leader and a recorder selected by each group. One committee would develop a list of producers of goods in the city (specific people). The other committee would develop a list of those who are producers of services. Committee leaders would report the findings of their groups. In summary, the class would prepare a chart graphically developing the concepts mastered, with illustrations by means of photographs, original drawings, and clippings from magazines and newspapers.

Invite to an interview meeting a producer of goods and a producer of services. (Using their lists, the class can vote on the specific individuals.) The following organization of the project may be employed:

1. A committee will provide a list of questions and submit them for class approval.
2. An individual will be selected to contact the guests and submit to them the questions developed by the class.
3. The class will plan the method of recording (tapes, secretary, etc.) and assign individuals to ask questions.
4. A class member will greet the guests and introduce them to other members of the class.

5. A class member will say a special "thank you" from the class.
6. A class member will help to develop with the other students an appropriate letter of appreciation.
7. The students will evaluate the guests' visits and the participation of the class.

Develop a project on the government of the City of Newark.

1. A committee will determine the functions of the mayor and the name of the current incumbent.
2. Another committee will study the functions of the council and find out the names of current members.
3. The children will collect clippings concerning city government, using them for reports and discussions and the preparation of a bulletin board display.
4. It may be possible to arrange for a visit to the class by the ward councilman or a representative from the mayor's office. Procedures similar to those used in the interview meetings with producers may be undertaken.

Develop a list of all newspapers published in Newark, including community publications, and display samples. (Your school can help.)

Develop a list of radio and television stations in Newark, including non-commercial ones, e.g., WBGO and college stations.

Discover social and community organizations which are active.

To evaluate the thoroughness of the teacher presentations and planning of child-experience activities, organize several summarizing activities for reviewing modern Newark.

1. Conduct a game-quiz on the location of sections of the city and outstanding landmarks, using one of the large maps constructed by the students. An identification quiz could also be held by flashing pictures and maps on the wall by means of an overhead projector.

2. Develop a list of people who, the children feel, have made important contributions to the city (*all* nationalities), with reasons for the choices.

3. Prepare school corridor displays of:
   a. products of Newark industries;
   b. maps and diagrams illustrating the results of the children's researches;
   c. original art work arising from the units.

4. Publish a short student-written guide to modern Newark and its peoples. Place a copy in the school library and send a copy to the Department of Curriculum Services.

5. Have a contest to determine who in the class is the most expert about Newark. Each child should submit one question (with a satisfactory answer). The teacher may have to contribute some questions to make sure that all areas studied have been covered.

Indian Life in the Newark Area Before White Settlement

Concepts to be Developed

Before white settlement the land where Newark now stands was a place of rivers, marshes, meadows, and forests. Bands of Hackensack Indians used to hunt there.

The Hackensack Indians were part of the Lenni Lenape tribe, which is sometimes known as the Delaware tribe.

The Indians lived in wigwams or lodges. They were hunters and warriors.

The Indians had interesting lives and customs which were not like our lives and customs.

Vocabulary to be Developed

marsh	lodge	dugout
meadow	long house	fishing
tribe	pottery	bow
Lenni Lenape	Manitou	arrow
Delaware	council	hunting
Hackensack	medicine man	tools
wigwam	settlement	maize

Suggested Child-Experience Activities

Listen to appropriate WBGO programs. Obtain and study Newark Museum models and exhibits.

Visit the Newark Museum and New Jersey Historical Society to study displays of Indian life and artifacts.

Invite an informed resource person from the Newark Museum, Newark Library, or New Jersey Historical Society. A quiz box might be used to obtain questions to be asked of the resource person. Procedures similar to those used in other interview situations may be employed.

Tell stories about the Lenni Lenape.

Learn Indian games, songs, and dances. Together with dramatizations, these may be presented as a class program for parents or used in an assembly program.

Conduct science experiments relating to Indian civilization: growing corn or beans, striking fire with flint, telling time by the sun. Make and exhibit models of Indian homes, dugouts, village, dolls, masks, drums, pottery and jewelry.

Create a display of drawings, murals, and friezes contrasting Indian clothing, transportation, play, or communication with modern counterparts.

Develop a class booklet on materials of this unit, including compositions, graphics, and answers to questions such as these:

What was the land on which Newark is now located like before the white man came?

What were the natural resources?

Who lived in this vicinity? What were they like? To what tribe did they belong? What was their sacred sign or totem?

How did these Indians build their homes? How did they provide heat and light for these homes?

What foods did they eat? How did they obtain and prepare their foods? How did they preserve some for winter use?

What did they grow in their gardens?

What kinds of clothes did the men, women, and children wear? How did they care for their babies?

What work did the men and boys do? The women and girls?

How did the children get their education?

In what ways did these Indians have fun?

How did they travel, communicate, and tell time and direction?

What were their religious beliefs? Who was the medicine man?

What were the duties of a Lenni Lenape chief and his council?

What can we learn from these Indians?

Where may we see Lenni Lenape relics?

Conduct a quiz program about the Indian background of Newark. Make a map indicating Indian landmarks and place names.

The Beginnings of Newark

Concepts to be Developed

Newark was settled by Puritans from Connecticut. The city was founded by Robert Treat, who bought the land from the Hackensack Indians.

Newark began as a small settlement around Broad and Market Streets.

The original settlers established a government for Puritans only. They earned their living by farming, worked very hard, and had little time for recreation.

After a while, people who were not Puritans also moved into Newark and brought with them various skills and trades.

Vocabulary to be Developed

Puritan	village
craftsman	minister
boundary	barter
landmark	utensil
market place	homespun
site	mill
founder	stagecoach

Suggested Child-Experience Activities

Listen to appropriate WBGO programs and records.

View filmstrips, movies, and television programs.

Obtain and study Newark Museum models and exhibits.

From the school librarian and the Newark Library borrow fiction, verse, and non-fiction concerning colonial life. (Illustrations of colonial scenes are available from the Library picture collection.)

Visit the Newark Museum and the New Jersey Historical Society to study displays of Newark life and artifacts.

Invite a resource person from the Newark Museum, Newark Library, or New Jersey Historical Society. A quiz box technique may be employed, as in "The Newark Area before White Settlement" unit, and the usual interview procedures followed.

Dramatize plays about colonial themes, especially those concerning children's experiences.

Role-play incidents of early settlement times.

Write original stories about the founding people of Newark.

Learn religious music, hymns, games, secular songs, and dances popular among the settlers. Together with dramatizations, these may be presented as a class program for parents or used in an assembly program.

Make a large map of early Newark, following maps in Cunningham's *Newark*, and indicate landmarks and boundaries. For contrast, display this next to a map of the modern city. Another illuminating learning tool would be a map superimposing the boundaries of Robert Treat's original purchase from the Indians upon a current map of Essex County.

Dress dolls as Puritans or Lenni Lenape.

Make and exhibit models of colonial homes, household furnishings and utensils, the first church, and the early Newark village.

Create a display of drawings, murals, and friezes contrasting colonial architecture, clothing, transportation, play, or communication with modern counterparts.

Make dioramas of colonial scenes.

In the manner of the first settlers, weave or braid rugs, make samplers and quilts, mold pottery, dip candles, make soap, or churn butter.

Develop a class booklet on materials of this unit, including compositions, graphics, and answers to questions such as these:

From where did the first Newark settlers come? Why did they come?

Who were their leaders?

How did they get their land?

What was the land like?

What kind of homes did the settlers build? How were the homes furnished?

How did they dress? How did they get their clothing?

What foods did they eat?

How did they get water?

What did they do for a living?

How did they travel?

In what ways did they plan to protect themselves?

Where was their first church? For what purposes was it used?

What kind of education did the children receive?

Why did the settlers spend little time on recreation?

What are some things about the life of a colonial child that a child of modern Newark might envy?

What things do modern children have which colonial children might have considered witchcraft?

At the conclusion of this unit a class visit to Waterloo Village or Morristown would be profitable. This might be followed by a walking tour of colonial sites or a ride around the boundaries of the original settlement.

Growth of Newark

Concepts to be Developed

Newark gradually grew to be the biggest town in New Jersey.

Newark became an important industrial and commercial city.

Immigration from Europe, the South, and Hispanic America increased the size of the city's population.

Newark became famous for its fine schools, library, and museum.

Development of a port and an airport added to the importance of Newark.

There have been many changes in Newark in over three hundred years.

Many things are now being done to improve the city.

Vocabulary to be Developed

orchard
inhabitants
commerce
industry
factory
saddle
harness
quarry
foundry
grist mills
brewery
canal
Revolutionary War
Civil War
immigration
trolley car
port
airport
Depression

Suggested Child-Experience Activities

Listen to appropriate WBGO programs and records.

View filmstrips, movies, and television programs.

Obtain and study Newark Museum Models and exhibits.

Obtain and display appropriate illustrations of stages in the development of Newark. The picture collection of the Newark Library is a prime source, but memorabilia from old community families may also be available. Family records of the children would yield especially effective learning materials.

Invite resource persons (from the Newark Museum, Newark Library, New Jersey Historical Society, Chamber of Commerce, Public Service, religious institutions, ethnic social groups, city government, old Newark families) to speak on, or answer queries about, historical developments in industry, invention, social life, cultural affairs, religious life, contributions of ethnic groups, and the growth of civic services.

Develop lists of Newark "first" in invention, commerce, industry, public services, etc.

Develop lists of famous Newark writers, artists, musicians, sports figures, educators, etc.

Create classroom and school bulletin displays about some of the striking personalities, events, and inventions uncovered in the compiling of the lists.

Learn songs and games popular during various periods in the development of the city.

Dress dolls (male and female) in costumes illustrating changes in fashion.

Create a display of drawings, murals, and friezes epitomizing Newark architecture, clothing, transportation, play, or communication during various time periods.

Visit Newark buildings of historical interest.

Organize committees to specialize in different epochs of the city's history. These committees may present oral reports, prepare original dramas, or compile booklets on the information gathered.

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